DOCUMENT RESUME

ED 170 700 **CS 004 778**

AUTHOR Carney, Sandra
TITLE The Relationship of Black Non-Standard Dialect Features to a Core Spelling Vocabulary.
PUB DATE Apr 79
NOTE 24p.; M.A. Thesis, Kean College of New Jersey

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Black Dialects; *Black Youth; *Dialect Studies; Primary Education; Pronunciation; Socioeconomic Background; Sociolinguistics; *Spelling; *Spelling Instruction; Verbal Development; *Vocabulary Skills

ABSTRACT

To determine whether black children who speak a nonstandard dialect have difficulty in spelling because of the dialect features of their vocabulary, spelling tests were administered to 66 black English-speaking children in the first, second, and third grades. The results indicated that children who spoke black dialect exhibited spelling difficulties that related significantly to certain pronunciation differences in black English. The features of black English phonology that caused the most difficulty varied among each grade level. Although errors made in the first grade became less severe at each subsequent grade, commonality of certain errors persisted through the third grade. (Author/FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170700

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE RELATIONSHIP OF BLACK NON-STANDARD DIALECT FEATURES TO A CORE SPELLING VOCABULARY

BY

SANDRA CARNEY

A RESEARCH REPORT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF ARTS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sandra Carney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

KEAN COLLEGE OF NEW JERSEY
APRIL 1979

CS004778

ABSTRACT

Current research, although limited, suggests that special concern with spelling instruction for Black English speakers may be justified, yet little evidence exists to show specific relationships. This study was undertaken to test the hypothesis that Black children in the primary grades who speak a non-standard dialect have difficulty in spelling due to the dialect features of their vocabulary. It was, also, thought that a study of this type would show that there is a specific correspondence between the written symbols used by these children as letters, and this spoken form of the words.

Spelling tests were administered to sixty-six Black English speaking children from the primary level of three classes; grades one, two, and three. The population came from a low socio-economic urban community. The results of this research indicated that children who speak Black dialect exhibited spelling difficulties which related significantly to certain pronunciation differences in Black English. The features of Black English phonology that caused the most difficulty varied among each grade level. Although errors made in grade one became less severe at each subsequent grade, commonality of certain errors persisted through the third grade.

The teacher should be familiar with the differences in pronunciation of Black English, and its influence on the spelling ability of Black students. Familiarity with these differences and the difficulty they present at each grade level can help educators plan a language arts program that will enhance the students' chances for academic success.

TABLE OF CONTENTS

	Page
Abstract	ii
List of Tables	iv
I. Introductions	1
Hypothesis	5
Definitions and Word Sample	7
Sample	7
Procedures	7
Results	9
Conclusions	16
References	19

LIST OF TABLES

		Page
First Grade -	Misspellings That Conformed to Expected Sound-to-Letter Correspondence for Black English Speakers	10
Second Grade -	Misspellings That Conformed to Expected Sound-to-Letter Correspondence for Black English Speakers	12
Third Grade -	Misspellings That Conformed to Expected Sound-to-Letter Correspondence for Black English Speakers	14

The relationship of language to educational success, particularly with respect to minorities has been in the limelight since the 1960's. Studies on the subject arose because many educators felt most miscommunications between teacher and pupil were due primarily to the inability of both parties to understand each other's spoken language. As a result of this mutual ignorance, the teacher may penalize the child during oral reading, or fail to appreciate variations in spelling or writing which are consistent with the child's speech. The child also may not understand the teacher's lect, causing him to rely on his own pronunciation as a cue to the spelling of that word. Labov (1967).

According to Smith (1972), since our written forms of language involve an alphabet, it is apparent that there is a correspondence between the written symbols we use as letters and spoken forms of the words. These forms are related through the orthography of printed English and phonology of spoken English.

The problem of finding empirical evidence that phonology and orthography are related by examining how speakers of different lects spell words, was examined by O'Neal and Trabasso (1976). They chose young speakers of Black and Standard English from the inner city and the suburbs who were reading below grade level as participants in their study. This choice of students was based on informal observations which indicated that younger children may rely more upon a phonemic level of representation than older children, or be lacking in the rules of sound-symbol correspondence, consequently causing confusion and poor spelling.

Using word lists, they studied how a speaker might, under some circumstances, rely upon how he pronounced a word to spell that word. An example of these circumstances dealt with confusing two words accoustically and rendering them homonyms. Observation indicated differences in spelling were due to surface phonemic differences. They, also, experimented using the symbols of the International Phonetic Alphabet to systematically describe the speaker's phonological representations.

The spelling errors that the children made were divided into five categories. These categories were formed on the basis of the phonological differences in Black English, as described in research by Labov (1967). In his work, Labov provided examples which indicated the contrast between White and Black speakers in similar locations, particularly inner-city youth in northeastern cities in the United States.

The five categories of possible phonological variations that were used by O'Neal and Trabasso, are as follows:

(1) The sound of th represented in different positions caused several phonological variations. The voiced initial /th/ as in there, would be changed to /d/ or /v/ and pronounced /der/ or /ver/. The voiced medial /th/ as in nothing, would be changed to /f/ or /t/ and pronounced /nifing/ or /niting/. The voiceless final /th/ as in south or mouth, would have a /f/ or /t/ substitution and be pronounced /sowf/ and /mout/ respectively...

(2) The vocalic /r/ in the medial position as in farmer, indicated an /r/ delection and would be pronounced /famer/. In the final

position, the vocalic /r/ as in floor, also indicated an /r/ deletion and is pronounced /flooh/.

(3) Vowel shifts formed the third category. This area indicated vowel elongation and letter change in the following consonant, as in wolf to /wof/ or boil to /boll/.

(4) Nasal confusion between the /e/ and /i/ when appearing before the letter n formed a large area of spelling errors, as in winter pronounced /wenter/ or send pronounced /sin/.

(5) The fifth category had the most notable characteristic of Black English indicated in the reduction of final consonants sounds. For example: (a) /t/ as in coldest, has a /t/ deletion and is pronounced /coldes/. (b) /t/ past tense as in finished, has an /ed/ deletion and is pronounced /finish/. (c) /sps/ or /sts/ as in wasps and ghosts, have a /ps/ or /ts/ deletion or /es/ addition, and is pronounced /was/ or /ghostes/. (d) /d/ as in cold or wind, have a /d/ deletion and are pronounced /cole/ and /win/ respectively..... (e) /nt/ as in plenty, has a /t/ deletion and is pronounced /plenny/.

The overall conclusions reached in this study indicated that meaning helps to reduce a dependency upon the phonological level to spell a word, and that spelling ability increases with age. The researchers' findings, also indicated that there was an increase in the number of unconventional spellings by Black children which correlated with the features that had phonological differences from Standard English. The combination of these results suggests that young children who speak Black English may have problems in spelling certain classes of stan-

dard English words due to the unique features of their dialect.

According to additional work by Labov (1970), studies of some children who speak Black English indicated a tendency to reduct final consonants to the point where syllables consist of a consonant followed by a vowel, obviously causing spelling difficulty.

Research by Thorndike (1944) and others have indicated that most school related material in the area of language arts is based on the vocabulary of children who speak Standard English.

According to research by Kenneth Johnson (1960), numerous investigations have indicated that the major differences between standard and non-standard English is in the vocabulary. This difference in vocabulary is due to a culturally disadvantaged background, and a lack of qualitative experience. As a result, a child who uses non-standard English is at a disadvantage when compared to his peers who come to school already speaking the language that that instructional material is based upon.

The above research became the motivation for a study conducted by John Sherk (1973). Sherk investigated "to what extent does the speaking vocabulary of a four, five, and six year old from the Black "urban education" area of Kansas City, Missour, match that of the average white middle class child." Through a series of interviews, the spontaneous vocabularies of both groups were recorded, and it was noted that both groups of children were responsive to language. However, the predominately Black disadvantaged children exhibited a limited vocabulary in efferts to express most of their thoughts as compared to

the extensive vocabulaty of white middle class children. The majority of the words that were solicited from the oral language of both groups were the same as those words taught as basic sight vocabulary words in most basal readers for the grades used in the study.

F.H. Brengelman (1970) points out that research by Loban has indicated that although there have been many studies relating dialect to reading, very little attention has been given to the relevance of dialect studies to the preparation of materials for teaching spelling. This is unfortunate, as most of the studies on dialects infer that although students who speak a non-standard dialect, and those who speak Standard English can learn to spell from the same system, speakers of some non-standard dialects will have greater difficulty with spelling than others. As a result, Brengelman's work indicates that it would be advantageous to teachers to be aware of the relationship of non-standard dialects to spelling as an aid towards selecting the best possible spelling materials to be used for instruction with various students.

HYPOTHESIS

A study to determine the relationship between Black non-standard dialect features and the ability to spell words taken from the primary level of a core vocatulary list was stimulated by informal observation of the poor spelling output of those primary children who speak Black dialect. Current research, although limited, suggest that special

concern with spelling instruction for Black English speakers may be justified, yet little evidence exists to show specific relationships.

I. For the purpose of this study, it was hypothesized that Black children in the primary grades who speak a non-standard dialect have difficulty in spelling due to the dialect features of their vocabulary.

II. It is further hypothesized that there is a correspondence between the written symbols used by these children as letters and this spoken form of the words.

It was thought that a study of this type would be useful to teachers and educators who are concerned with determining some of the reasons why linguistic interference causes spelling problems, or misunderstandings between teacher and pupil.

It would also be useful to a committee of teachers investigating material that could be used for Teacher-In-Service Workshops. Perhaps, it was thought that a workshop based on the nature of Black non-standard language forms would serve to change the teacher's attitudes towards instructional methods that can be utilized effectively with these students.

In addition, the study might serve as a reference to groups advocating a reform in the spelling program presented to children who speak a non-standard dialect. It needs to be understood that the use of a non-standard dialect in spelling performance is not equated with spelling competence. Instructional provisions must be made for these students so that they may develop standard phonological and grammatical forms that will motivate them towards continued academic improve-

ment.

Furthermore, educators may refer to the study to determine some insight into how much emphasis should be placed on a child at the primary level to make a transition from speaking non-standard dialect to Standard English.

DEFINITIONS AND WORD SAMPLE

The term core vocabulary shall mean those words generally presented at each grade level, for which encoding mastery is expected.

The core vocabulary lists used in the study are: Harris-Jacobson Core Words for First Through Third Grade and The Rinsland Basic Vocabulary of Elementary School Children for First Through Third Grade. The words presented in the above vocabulary lists are typical of those currently used in elementary schools today. It was assumed that the combination of these vocabulary lists have not been used in prior studies.

THE SAMPLE

The sample population of 66 children was chosen from the primary level of three classes; grades one, two, and three, in East Orange. The population comes from a low socio-economic urban community. An informal survey indicated that the Black children were, for the most part, Black English speakers. All children with any other language influences were excluded.

PROCEDURES

Black dialect features have been described carefully by linguists (Labov, 1967; Labov, et al, 1968; Fasold and Wolfram, 1970; and Wolfram

1970). Their studies were used in compiling a list of phonological and in some cases grammatical features of Black dialect. Based on the findings of the authors noted above, a feature list was established for analysis of the test word lists. The feature list included the following:

(1) voiced initial /th/, (2) voiced medial /th/, (3) voiced final /th/, (4) voiceless final /th/, (5) r-lessness medial position, (6) r-lessness final position, (7) l-lessness medial position, (8) l-lessness final position, (9) initial consonant clusters, (10) short vowel /e/ before /n/, (11) short vowel /i/ before /n/, (12) short vowel /i/ before /m/, (13) short vowel /e/ before /m/, (14) final consonant reduction /d/, (15) final consonant reduction /g/, (16) final consonant reduction /p/, (17) final consonant reduction /t/, (18) final consonant reduction /k/, (19) final consonant reduction /s/, (20) plural final consonant clusters /sks/, /sps/, /sts/, (21) past tense morpheme /d/, /t/. It should be noted that the features of Black English described by these studies do not occur without variation even among speakers of the dialect.

A spelling vocabulary of three hundred words (Appendix A) selected from two core lists, namely, the Harris-Jacobson Core Words and the Rinsland Basic Vocabulary of Elementary School Children was collected and alphabetized, with a notation of the grade level on which the word is expected to be mastered. The words selected from the above lists contained examples of pronunciation features that show phonological changes for speakers of Black English.

The words were divided among three grade levels in the following manner: grade one had fifty words, grade two had one hundred words, and grade three had one hundred-fifty words. The spelling tests were administered over a four week period to 66 children. The first graders were given ten words in five sittings, the second graders were given twenty words in five sittings, and the third graders were given twenty-five words in six sittings. The words were dictated to the participants in isolation, context, and in isolation again in order to minimize guessing. These data were compiled into tables and examined to determine what problems in spelling existed, and to what extent these related to what are called Black dialect features.

RESULTS

Analysis of the responses, as indicated in Tables I, II, and III, showed that the Black English speakers who participated in this study had difficulty spelling selected words from the primary level of two core vocabulary lists. The words contained features of Standard English that linguists (Labov, 1967; Labov et al, 1968; Fasold and Wolfram 1970; and Wolfram, 1970) have shown to conflict with Black English pronunciation.

The tables contain only those errors in which the misspellings conformed to the expected sound-to-letter correspondence for Black English speakers. The data for each grade level was analyzed, and placed in separate tables. Table I indicated the responses for grade one, Table II was used for grade two, and Table III showed the results for grade three.

The features of Black English which gave the students in this Black urban population the most difficulty are listed in rank order in each table, and it can be noted that they varied at each grade level.

The range of the errors in grade one for the ten features that gave these children the most difficulty was between 40.1 and 65.0 percent (Table I). These errors were made with the following features: (1) short vowel /i/ before /m/, (2) r-lessness (final position), (3) l-lessness (final position), (4) plural final consonant clusters /sks/, /sps/, /sts/, (5) short /e/ before /m/, (6) l-lessness (medial position), (7) short /e/ before /n/, (8) final consonant reduction /g/, (9) voiced medial /th/, (10) past tense morpheme /d/, /t/.

TABLE I

FIRST GRADE

Misspellings That conformed to Expected Sound-to-Letter Correspondence for Black English Speakers

Rank Order of Dialect Features	Number of Errors	Number of Possible Errors	Percent of Errors
1. Short Vowel /i/ before /m/	29	44	65.9
2. b. r-lessness (final position)	67	110	60.9
3. l-lessness (final position)	39	66	59.1
4. Plural Final Consonant Clusters /sks/ /sps/ /sts/	26	44	59.1
5. Short Vowel /e/ before /m/	25	44	56.8

TABLE I

FIRST GRADE

Rank Order of Dialect Features	Number of Errors	Number of Possible Errors	Percent of Errors
6. l-lessness (medial position)	49	88	55.7
7. Short Vowel /e/ before /n/	41	88	46.5
8. Final Consonant Reduction /g/	39	88	44.3
9. Voiced Medial /th/	27	66	40.9
10. Past Tense Morpheme /d/ /t/	27	66	40.1
11. a. r-lessness (medial position)	32	88	36.7
12. Final Consonant Reduction /s/	23	66	34.8
13. Short Vowel /i/ before /n/	21	66	31.8
14. Final Consonant Reduction /t/	24	88	27.3
15. Final Consonant Reduction /d/	28	110	25.5
16. Voiced Initial /th/	14	66	21.2
17. Final Consonant Reduction /k/	14	66	21.2
18. Voiceless Final /th/	10	66	15.2
19. Initial Consonant Clusters /thr/ /str/ /pr/	9	66	13.6

TABLE I

FIRST GRADE

Rank Order of Dialect Features	Number of Errors	Number of Possible Errors	Percent of Errors
20. Final Consonant Reduction /p/	5	44	11.4
21. Voiced Final /th/	*N.A.		

*Not Applicable - This feature was not shown in any word on the first grade spelling test.

In the second grade, the range of errors for the ten features that gave these children the most difficulty was between 39.3 and 82.3 percent (Table II). These errors included the following features: (1) plural final consonant clusters /sks/, /sps/, /sts/, (2) voiced final /th/, (3) short vowel /i/ before /m/, (4) initial consonant clusters /thr/, /str/, /pr/, (5) short /i/ before /n/, (6) short vowel /e/ before /n/, (7) l-lessness (medial position), (8) short vowel /e/ before /m/, (9) voiceless final /th/, (10) past tense morpheme /d/, /t/.

TABLE II

SECOND GRADE

Rank Order of Dialect Features	Number of Errors	Number of Possible Errors	Percent of Errors
1. Plural Final Consonant Clusters /sks/ /sps/ /sts/	79	96	82.3
2. Voiced Final /th/	38	48	79.2
3. Short Vowel /i/ before /m/	59	96	61.5

TABLE II

SECOND GRADE

Rank Order of Dialect Features	Number of Errors	Number of Possible Errors	Percent of Errors
4. Initial Consonant Clusters /thr/ /str/ /pr/	64	120	53.3
5. Short Vowel /i/ before /n/	58	120	48.3
6. Short Vowel /e/ before /n/	79	168	47.0
7. l-lessness (medial position)	79	192	41.1
8. Short Vowel /e/ before /m/	29	72	40.3
9. Voiceless Final /th/	38	96	39.6
10. Past Tense Morpheme /d/ /t/	66	168	39.3
11. Voiced Medial /th/	55	144	38.2
12. a. r-lessness (Medial Position)	36	120	30.0
13. Final Consonant Reduction /g/	54	192	28.1
14. Final Consonant Reduction /s/	39	168	23.2
15. Final Consonant Reduction /t/	47	216	21.8
16. l-lessness (Final Position)	23	120	19.2
17. b. r-lessness (Final Position)	33	192	17.2

TABLE II

SECOND GRADE

Rank Order of Dialect Features	Number of Errors	Number of Possible Errors	Percent of Errors
18. Voiced Initial /th/	24	144	16.7
19. Final Consonant Reduction /d/	28	240	11.7
20. Final Consonant Reduction /p/	5	96	5.2
21. Final Consonant Reduction /k/	6	120	5.0

The range of errors in the third grade for the ten features that gave these children the most difficulty was between 16.5 and 75.4 percent (Table III). These errors included the following features: (1) plural final consonant clusters /sks/, /sps/, /sts/, (2) voiced final /th/, (3) short vowel /i/ before /m/, (4) past tense morpheme /d/ /t/, (5) short vowel /e/ before /m/, (6) short vowel /i/ before /n/, (7) voiceless final /th/, (8) l-lessness (final position), (9) short vowel /e/ before /n/, (10) final consonant reduction /t/.

TABLE III

THIRD GRADE

Rank Order of Dialect Features	Number of Errors	Number of Possible Errors	Percent of Errors
1. Plural Final Consonant Clusters /sks/ /sps/ /sts/	86	114	75.4
2. Voiced Final /th/	36	76	47.4

TABLE III

THIRD GRADE

Rank Order of Dialect Features	Number of Errors	Number of Possible Errors	Percent of Errors
3. Short Vowel /i/ before /m/	41	95	43.2
4. Past Tense Morpheme /d/ /t/	80	209	38.3
5. Short Vowel /e/ before /m/	28	76	36.8
6. Short Vowel /i/ before /n/	40	171	23.4
7. Voiceless Final /th/	32	152	21.1
8. l-lessness (Final Position)	37	190	19.5
9. Short Vowel /e/ before /n/	43	228	18.9
10. Final Consonant Reduction /s/	22	133	16.5
11. Final Consonant Reduction /t/	50	323	15.5
12. a. r-lessness Medial Position	48	342	14.0
13. Voiced Medial /th/	17	133	12.8
14. Initial Consonant Clusters /thr/ /str/ /pr/	11	95	11.6
15. Final Consonant Reduction /p/	11	95	11.6
16. Final Consonant Reduction /d/	25	247	10.1

TABLE III

THIRD GRADE

Rank Order of Dialect Features	Number of Errors	Number of Possible Errors	Percent of Errors
17. Final Consonant Reduction /g/	19	209	9.1
18. b. r-lessness Final Position	29	342	8.5
19. l-lessness (Medial Position)	19	285	6.7
20. Final Consonant Reduction /k/	2	171	1.2
21. Voiced Initial /th/	0	114	0

CONCLUSIONS

The results of this study indicated that children who speak Black dialect exhibited spelling difficulties which related significantly to certain pronunciation difference in Black English. The features of Black English phonology that caused the most difficulty varied among each grade level.

It can be seen that the errors of the early grade (grade one) are less severe at each subsequent grade, but that a commonality of certain errors persist through the third grade. These errors are detailed below:

Short /i/ before /m/ was number one error in grade one, and number three on the lists for grades two and three. This indicates that this feature presented difficulty to the students at all three levels.

The errors related to the Black dialect feature (plural final con-

sonant clusters /sks/, /sps/, /sts/) which was fourth most frequent at grade one, became the most important error in grades two and three.

Short /e/ before /m/ was fifth on the first grade list and continued to present difficulty in grades two (eighth place), and three (fifth place).

Although the past tense morpheme /d/, /t/, remained a constant source of difficulty at all three grade levels, it moved significantly from number ten on the first and second grade lists, to the fourth most frequent error on the third grade list.

It should be noted that words with the voiced final /th/ were only exposed to these students in the second and third grades. This feature presented severe difficulty at both levels, as it placed second on the list for each grade.

Difficulty with the short vowel /i/ before /n/ was also seen in all three grades. This feature placed thirteenth on the first grade list, fifth on the second grade list, and sixth on the third grade list.

Errors related to the voiceless final /th/ became more pronounced in grades two and three. This feature was number eighteen on the first grade list, ninth on the second grade list, and moved to seventh place on the third grade list.

Specifically using the criteria of 25 percent or more, it can be seen that the children in grades one and two made a higher percentage of predicted spelling variations than the third graders. The exact number of features which fell into this criteria are, as follows: in the first grade there were fifteen features, in the second grade there were thir-

teen features, and in the third grade five features that fell into the category described above.

This indicates that the older children were beginning to learn how to compensate for the pronunciation differences between Standard English and Black English. Familiarity with these differences in difficulty at each grade level can help the teacher evaluate students' language arts program.

Teachers should be familiar with the differences in the pronunciation of Black English and its influence on the spelling ability of Black students. Research has indicated that many beginning readers who speak Standard English have difficulty spelling due to the many variations in the sound symbol correspondence of English orthography. Students who speak a non-standard dialect have multiple disadvantages, and special concern with spelling instruction is, therefore, justified. It is important for the teacher to understand that the Black child is not deficient in his language, but has difficulty switching from Black English to Standard English.

In an attempt to improve the spelling ability of children who speak Black English, the teacher must help the student recognize the differences between the two dialects, and how they function in different settings. This will aid the teacher in helping students to recognize how to use visual and contextual clues to improve their chance for academic success.

REFERENCES

Brengelman, Frederick H. "Dialect and the Teaching of Spelling" Research in the Teaching of English, Vol. 4 No. 2, Fall 1970.

Fasold, R. and Wolfram, "Some Linguistic Features of Negro Dialect" In Fasold and Shuy (eds) Teaching Standard English in the Inner-City, Washington, D.C.: Center for Applied Linguistics 1970.

Harrison, Deborah Sears, and Trabasso, Tom "Black English A Seminar." New Jersey: Lawrence Erlbaum Associates, Publishers, 1976.

Johnson, Kenneth R. "Teaching Culturally Disadvantaged Pupils," Science Research Associated, Chicago, Unit 7 p. 5, April 1, 1960.

Labov, W. Some sources of reading problems for negro speakers of non-standard English. In A. Frazier (Ed.) New Directions in Elementary English. Champaign, Illinois: National Council of Teachers of English, 1967, pg. 140-167.

Labov, William, Paul Cohen, Clarrence Robbins, and John Lewis, "A Study of the Non-Standard English of Negro and Puerto Rican Speakers in New York City. New York: Columbia University, 1968 (Mimeographed)

Labov, W. "The Reading of the-ed Suffix." In H. Levin and J.P. Williams (eds.), Basic Studies on Reading. New York: Basic Books, 1970, pp. 222-245.

Loban, W. "The Language of Elementary School Children", Champaign, Illinois, NCTI, 1963.

Rinsland, Henry, A Basic Vocabulary of Elementary School Children. New York: The MacMillan Company, 1945.

Ruddell, Robert B. Reading - Language Instruction: Innovative Pracitices, New Jersey: Prentice-Hall, Inc. 1974.

Sherk, John K. Jr. Ph. D. A Word-Count of Spoken English of Culturally Disadvantaged Pre-school and Elementary Pupils. University of Missouri, Kansas City, April 1973.

Smith, F. "Phonology and Orthography: Reading and Writing." Elementary English, 1972, 8, pp. 1075-1088

Thorndike, E & Lorge, I. The Teacher's Wordbook of 30,000 Words. New York: Teachers College, Columbia University, 1944.

Wolfram, Walter, "Social Linguistics Alternatives in Teaching Reading to Non-Standard Speakers." Reading Research Quarterly, 6:9-33, Fall 1970.